

Department: Urban Education
 Degree Program: Master of Arts in Teaching

	Outcome Goals	Assessment Procedure	2002-2003 Results	2003-2004 Results	2004-2005 Results	Use of Results
Goal 1	<p>Produce graduates who have demonstrated a level of competency in</p> <p>the characteristics and needs of learners in multicultural settings</p> <p>b) effective teaching practices that</p>	<p>Survey the students of Cohorts I and II pertaining to all the outcome goals that follow. Survey process will continue on an annual basis. The students will be surveyed one year after they complete the program.</p> <p>In the Fall of 2005 the graduate faculty were surveyed on all the outcome goals that follow. Survey process will continue and graduate faculty will be surveyed every three years.</p> <p>Students successfully complete course work in MAT 6316 (Environment and Instructional Methods for the Culturally Diverse</p>	<p>Students who left the program did so for reasons which were personal or professional rather than programmatic.</p> <p>Determined a need</p>	<p>Students who left the program did so for reasons which were personal or professional rather than programmatic.</p> <p>Determined a need</p>	<p>Students who left the program did so for reasons which were personal or professional rather than programmatic.</p> <p>Determined a need</p>	<p>Survey results received in the Fall, 2005. Results will be analyzed and use will be delineated in ensuing reports.</p> <p>Graduate Faculty Retreat was held to analyze and respond to the survey results.</p> <p>Offer MAT 6317 (Classroom-Based Research in the fall semesters as a single course with an option to take an elective.</p> <p>Developed an</p>

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	<p>enhance student achievement,</p>	<p>Classroom, MAT 6310 (Reading in a Multicultural Classroom), MAT 6311 (Foundations of Curriculum and Instruction for Culturally Diverse Settings) and MAT 6380 (Practicum in Urban Classrooms). Students apply what they have learned in these courses to successfully complete course work in MAT 6315 (Introduction to Educational Research), MAT 6317 (Classroom-Based Research), and MAT 6390 (Directed Study in Urban Teaching) where they produce a final project for the program of a grant, a position paper, or an empirical study.</p>	<p>to adjust the course sequence to accommodate student course load and work load concerns.</p>	<p>for pre-requisite for MAT 6317 (Classroom-Based Research), a course which utilizes advanced statistics to analyze classroom data.</p>	<p>for a graduate advisor to support the program and the students.</p> <p>Determined a need to revise the MAT-Secondary program.</p> <p>Determined a need for a venue for graduate students to present their final projects other than that of an assigned committee.</p> <p>Determined a need for a student resource center to enable students to meet with one another and with faculty, and to utilize print and technology resources.</p>	<p>Introduction to Statistics course (MAT 5320) which would be an elective option in the program.</p> <p>Hired Graduate Advisor, Summer, 2004</p> <p>Increased amount of face-to-face recruitment and advising.</p> <p>Began plans for computer based tutorials in success strategies for graduate students.</p> <p>Developed a formalized approach to student orientation.</p> <p>Revised the MAT – Secondary program to integrate the alternative certification program course work with that of the MAT – Secondary. Began accepting</p>
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						<p>applications in Fall, 2005.</p> <p>Expanded course offerings to include 5000 level courses which will be taken by those accepted into the ACP-MAT.</p> <p>Introduced the MAT Graduate Project Exhibition, a venue for graduate students to share their final project (grant, position paper, or empirical study) with faculty, other graduate students, and members of the community. First exhibition held in May, 2005.</p> <p>Revised the graduate handbook to include new course offerings and the mandate of presenting final project at the Graduate Project Exhibition.</p> <p>Opened the Urban</p>
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						Education Student Resource Center in the Fall of 2005.
	c) competency of academic content areas of language arts, social studies, mathematics, or the natural sciences,	Students successfully complete 9 hours of course work in a content area of choice. Students use the knowledge gained to help them focus successfully produce a final project for the program of a grant, a position paper, or an empirical study.	Students who left the program did so for reasons which were personal or professional rather than programmatic. Determined a need to adjust the course sequence to accommodate student course load and work load concerns.	Students who left the program did so for reasons which were personal or professional rather than programmatic. Determined a need for pre-requisite for MAT 6317 (Classroom-Based Research), a course which utilizes advanced statistics to analyze classroom data.	Students who left the program did so for reasons which were personal or professional rather than programmatic. Determined a need for pre-requisite for MAT 6317 (Classroom-Based Research), a course which utilizes advanced statistics to analyze classroom data.	Offer MAT 6317 (Classroom-Based Research in the fall semesters as a single course with an option to take an elective. Developed an Introduction to Statistics course (MAT 5320) which would be an elective option in the program. Hired Graduate Advisor, Summer, 2004 Increased amount of face-to-face recruitment and advising. Began plans for computer based tutorials in success strategies for graduate students. Developed a formalized approach to student

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						<p>orientation.</p> <p>Revised the MAT – Secondary program to integrate the alternative certification program course work with that of the MAT – Secondary. Began accepting applications in Fall, 2005.</p> <p>Expanded course offerings to include 5000 level courses which will be taken by those accepted into the ACP-MAT.</p> <p>Introduced the MAT Graduate Project Exhibition, a venue for graduate students to share their final project (grant, position paper, or empirical study) with faculty, other graduate students, and members of the community. First exhibition held in May, 2005.</p>
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						<p>Revised the graduate handbook to include new course offerings and the mandate of presenting final project at the Graduate Project Exhibition.</p> <p>Opened the Urban Education Student Resource Center in the Fall of 2005.</p>
	d) competency in computer/technology proficiency	<p>Students successfully completed course work in MAT 6318 (Technology Application for Curriculum Development and Instruction). Students apply what they have learned in these courses to successfully complete course work in MAT 6315 (Introduction to Educational Research), MAT 6317 (Classroom-Based Research), and MAT 6390</p>	<p>Students who left the program did so for reasons which were personal or professional rather than programmatic.</p> <p>Determined a need to adjust the course sequence to accommodate student course load and work load concerns.</p>	<p>Students who left the program did so for reasons which were personal or professional rather than programmatic.</p> <p>Determined a need for pre-requisite for MAT 6317 (Classroom-Based Research), a course which utilizes advanced statistics to analyze classroom data.</p>	<p>Students who left the program did so for reasons which were personal or professional rather than programmatic.</p> <p>Determined a need for pre-requisite for MAT 6317 (Classroom-Based Research), a course which utilizes advanced statistics to analyze classroom data.</p>	<p>Offer MAT 6317 (Classroom-Based Research) in the fall semesters as a single course with an option to take an elective.</p> <p>Developed an Introduction to Statistics course (MAT 5320) which would be an elective option in the program.</p> <p>Hired Graduate Advisor, Summer, 2004</p> <p>Increased amount of</p>

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		(Directed Study in Urban Teaching) where they produce a final project for the program of a grant, a position paper, or an empirical study.				<p>face-to-face recruitment and advising.</p> <p>Began plans for computer based tutorials in success strategies for graduate students.</p> <p>Developed a formalized approach to student orientation.</p> <p>Revised the MAT – Secondary program to integrate the alternative certification program course work with that of the MAT – Secondary. Began accepting applications in Fall, 2005.</p> <p>Expanded course offerings to include 5000 level courses which will be taken by those accepted into the ACP-MAT.</p> <p>Introduced the MAT Graduate</p>
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						<p>Project Exhibition, a venue for graduate students to share their final project (grant, position paper, or empirical study) with faculty, other graduate students, and members of the community. First exhibition held in May, 2005.</p> <p>Revised the graduate handbook to include new course offerings and the mandate of presenting final project at the Graduate Project Exhibition.</p> <p>Opened the Urban Education Student Resource Center in the Fall of 2005.</p>
Goal 2	Produce graduates who demonstrate leadership in the effective teaching of learners in multicultural settings, and who demonstrate	Students demonstrate leadership through presentation and publication.	In order to develop leadership, students will participate in presentation and publication efforts with the support of the faculty.	In order to develop leadership, students will participate in presentation and publication efforts with the support of the faculty.	In order to develop leadership, students will participate in presentation and publication efforts with the support of the faculty.	Five graduate students participate in a conference held at Rice. Presented on the topic of multicultural literature and its impact on the

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	leadership in the field of urban education.					<p>development of cultural capital and writing of K-12 students.</p> <p>In 2004-2005 two graduate students publish books; one a tutorial for the Gifted and Talented TeXes exam, the other a children's book on multicultural awareness.</p> <p>Five graduate students publish book reviews in a national Language Arts journal.</p>
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